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ABSTRACT

This booklet describes the mission, goals, and objectives of the Commission on Teacher Credentialing, California's primary policy-making body for the education profession. To accomplish its aims, the Commission will pursue the following 8 goals from 1990 through 2000: (1) adopt and implement standards of professional preparation; (2) establish and implement a three-stage model of professional preparation, induction, and development; (3) process credential applications expeditiously; (4) maintain high standards of professional conduct among credential holders and applicants; (5) ensure that educators' recertification will require pursuit of professional development throughout their careers; (6) recruit adequate numbers of well-prepared educators who reflect the State's diverse citizenry by providing a variety of innovative paths to certification; (7) ensure that responsibilities of professional educators are related to their preparation and expertise; and (8) establish and operate systems for collecting and disseminating accurate information about teacher education, certification, assignment, supply and demand, and major professional specialties in education. The document concludes with a list of objectives designed to convert information to integrated data systems. (LL)

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Commission on Teacher Credentialing

State of California

July 1991

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The Mission and Goals of the Commission on Teacher Credentialing

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◆ Competent and Caring Educators in Every School:

The Mission and Goals of the Commission on Teacher Credentialing

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Commission on Teacher Credentialing
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Competent and Caring Educators in Every School:
The Mission and Goals of the Commission on Teacher Credentialing

In 1970, the California Legislature and Governor created a permanent, independent commission to strengthen the effectiveness of teachers and teacher education in the state. Originally named the Commission for Teacher Preparation and Licensing, the agency was renamed the Commission on Teacher Credentialing in 1983. Five years later, in 1988, the Legislature and Governor enacted new legislation that strengthened the Commission's autonomy as the state's primary policymaking body for the education profession, and expanded its legal and regulatory authority.

Statement of Educational Philosophy

In the twenty-first century, the citizens of California will depend increasingly on the effectiveness of their education in their occupations, civic lives, families, and avocations. Because of rapid changes in the world economy, having a sufficient number of skilled workers will not, by itself, keep California competitive as it did in the past. To be productive, individuals and organizations will need to be responsive to new challenges and opportunities. Individually, California's citizens must be prepared to succeed in an increasingly diverse culture. Overall, the viability of our civilization depends on the strength of our citizens in sustaining our political and governmental institutions, our creative arts, our physical health and fitness, and our intellectual vitality.

The Commission on Teacher Credentialing knows that the quality of education in the schools will affect California's future in many sigificant ways. For our future citizens, who are students today, the quality of teaching and learning depends substantially on the preparation and qualifications of professional educators. A critical aspect of educational effectiveness is the expectation that teachers and other school professionals meet high standards of preparation and expertise, which is the primary mission of the Commission.

The primary purpose of the Commission's policymaking and other leadership activities is to improve teaching and learning for students in California's schools. To enhance their success as learners, citizens, family members, and employees, the Commission sets standards and awards professional credentials to those who meet its standards. But establishing and maintaining standards are not the only leadership roles of the Commission, which also conducts research, examines public policy issues, and advocates improvements in California education. To guide itself and to enhance the quality of teaching and learning in the schools, the Commission is committed to the following statement of its mission and goals.

Mission

The **mission** of the Commission on Teacher Credentialing is to maintain and enhance quality while encouraging innovation and creativity in the preparation, assessment, selection, development, and utilization of professional educators for California's schools. The Commission provides leadership in the education profession by creating and pursuing a vision of the profession's future, by recognizing the essential contributions of professional educators, and by enhancing the profession's growing stature. The Commission establishes and maintains standards for entry, advancement, and conduct in the profession, screens credential applications carefully and efficiently, and investigates critical issues regarding the performance and status of the education profession. The Commission contributes to the effectiveness of public education, and is accountable for its actions to the public and the profession.

Vision

The Commission on Teacher Credentialing has a **vision** for the education profession in the future. The Commission recognizes that the vitality of human civilization in the twenty-first century will be the responsibility of young people who are students in the 1990s. The values, actions, and capabilities of future citizens will be shaped significantly by professional educators who serve in the public schools, and by prospective educators who earn professional credentials in the next decade. To enhance the quality of life for all future citizens, the Commission's vision emphasizes excellence and equity at all levels of the education profession.

The Commission envisions a public school system in which all students learn enthusiastically, and all educators contribute effectively to the education of students. The increasing diversity of students presents exciting new challenges and opportunities for professional educators in California. It is essential that teachers and other educators create environments that foster the growth and education of all students. Commissioners and other educational leaders are responsible for fostering and encouraging the professional development and effectiveness of all educators.

The Commission envisions a time when all members of the education profession are prepared on the basis of rigorous standards, supported effectively during the initial years of service, assessed comprehensively as part of the certification process, and active in pursuing professional development throughout their careers. When these circumstances prevail, the public will regard educators with the respect and admiration that the profession deserves, in part because the Commission will have thoughtfully addressed issues of educator preparation, support, assessment and development.

The Commission expects education to be enhanced by partnerships between parents and educators; communities, businesses and schools; and school districts and universities. The standards of conduct in the education profession should foster the well-being of students, open communications with parents, and support collegiality among professionals. The Commission collaborates as a partner with other educational leaders and organizations in improving the quality and effectiveness of education in California.

As the primary policymaking body in the California education profession, the Commission will continue to earn the respect and confidence of educators and the public by examining complex issues thoroughly, attending to diverse perspectives, acting decisively on behalf of students and professionals at all levels of education, and serving as a source of important research and current information about the education profession in California.

The people of California value children and youth, support their education and development, respect their diversity, and admire the contributions of professional educators. The Commission envisions the full realization of these values and priorities in California. To that end, the Commission is pursuing the principles, goals and objectives that appear on the following pages.

Principles

The quality of teaching and other student services in elementary and secondary schools depends on excellence in the qualifications and fitness of professional educators, for which the Commission is responsible. The Commission therefore governs the education profession according to the following **principles** of excellence and equity in education.

1. The Commission believes that education is a multifaceted process that is governed by the decisions and actions of professional educators as well as those of students, parents, and educational leaders and policymakers. The values and priorities of local communities and the public at large also influence teaching and learning in classrooms.

2. The Commission believes that education in the public schools of California must prepare increasingly diverse students for a way of life that is increasingly complex and specialized. Students must therefore be served by well educated professionals who have achieved high levels of competence in teaching and providing other essential services in elementary and secondary schools.

3. The Commission believes that students must have equal access to learning in the schools of California. Professional educators who are well-educated and well-prepared must be equally available to all who wish to learn in the public schools. The Commission is obligated to contribute to educational equity in its policy decisions regarding educator preparation, assessment, certification, and assignment.

4. The Commission believes that good policy decisions occur when policymakers understand thoroughly the complex issues they face. The agency therefore provides forums for the discussion of current conditions and the expression of varied perspectives. The Commission also examines educational research, listens to its advisory panels, and considers the recommendations of its professional staff.

5. The Commission believes that agencies of public policy and professional governance are accountable to the public and the profession. The Commission is responsible for timely, effective administration of laws within its jurisdiction, for all revenues in the Teacher Credentials Fund, and for expeditious screening of credential applications.

Goals and Objectives

During the 1990s the Commission will realize its mission and vision, and will adhere to its principles, while pursuing the following aim for the year 2000:

From 1990 through 2000, the Commission will provide leadership in the recruitment, preparation, assessment, certification, development and utilization of a corps of teachers and other educators who are competent and motivated to realize each student's potential, who reflect the diversity of California, and who are examples of well educated citizens.

To accomplish this aim, the Commission will pursue the following goals and objectives for the year 2000:

Goal One: *Professional Preparation*

The Commission will adopt and implement standards of program quality and assessments of candidate competence that reflect expert advice and research results, foster excellence in educator preparation and performance, support equity in educator selection and advancement, and encourage diversity and innovation at all levels of education.

Objectives

1. The Commission will adopt and implement standards of quality and effectiveness to serve as a basis for evaluating professional preparation programs that lead to specialist credentials, services credentials, and designated subjects credentials, as well as subject matter programs for single subject teaching credentials.

2. The Commission will enhance the scope and rigor of program evaluation and approval, which will be based on the informed judgments of carefully selected and trained professionals, and will be the basis for determining program status.

3. To encourage stronger relationships among the major components of teacher education, the Commission will comprehensively and coherently integrate the evaluation of subject matter and professional preparation at each institution.

4. The Commission will encourage innovation and diversity in the preparation of educators by fostering the creation of programs that satisfy the Commission's Standards for Experimental and Alternative Programs of Educator Preparation.

5. On the basis of new research and the advice of experts and other professionals, the Commission will review and update the Standards of Program Quality and Effectiveness that were adopted prior to 1990, and will continue to be responsive to the increasing diversity of the California student population.

6. The Commission will oversee the development, evaluation, adoption, and administration of assessments of subject matter competence that are fair to all candidates, are comprehensive in scope, utilize multiple assessment methods, and are based on the advice of subject matter experts and professional practitioners.

7. The Commission will review and, if necessary, revise the scope, content, methodology and standards of each existing assessment of educator proficiency or competence, and will ensure that each assessment serves as a sound, fair basis for certification decisions.

8. After thorough study, the Commission will sponsor legislation to establish rigorous standards for the preparation and assessment of all candidates for teaching credentials, and to enhance the congruence between preparation programs and candidate assessments.

Goal Two: *Professional Induction*

In the certification of future educators, the Commission will establish and implement a three-stage model of professional preparation, induction, and development, that includes effective professional support and assessment during the induction phase, and that enhances quality and equity in the education profession.

Objectives

1. The Commission will complete and submit comprehensive reports, with recommendations, of the findings of the California New Teacher Project, and will sponsor legislation to establish a teacher induction phase that integrates effective professional support, comprehensive pedagogical assessment, and professional certification, in collaboration with the California Department of Education.

2. The Commission will effectively implement teacher induction and professional certification requirements; will ensure appropriate linkages between preservice preparation, initial induction, and ongoing development; and will periodically evaluate the three-stage certification model, in consultation with other affected organizations.

3. The Commission will complete a comprehensive study of knowledge, skills, and abilities that are essential for entry-level teachers of students with handicapping conditions; will restructure special education credentials, requirements, and authorizations to enhance the teaching of exceptional students; and will adopt standards of candidate competence for each credential.

4. The Commission will complete a broad review of the preparation, induction, assessment, development, and certification of school administrators and other leaders; will sponsor legislation that may be needed; and will implement an innovative certification system that enhances the quality and effectiveness of school administration and leadership in California.

5. For the preparation, induction, and development of teachers and other practitioners, the Commission will establish standards and requirements that en-

hance and ensure the competence and motivation of all professional educators to serve students who are culturally and linguistically diverse, students with handicapping conditions, and other students who have traditionally been underserved by public schools in California.

Goal Three: *Professional Certification*

The Commission will process credential applications expeditiously, disseminate information effectively, and answer all inquiries accurately while continuing to improve the operational efficiency of the agency through automation and other technological applications.

Objectives

1. The Commission will expeditiously process all applications for credentials, certificates, and permits, and will promptly answer all requests for information about credential applications and requirements.

2. The Commission will update the Credential Handbook, the Administrators Assignment Manual, the Professional Growth Manual, and informative leaflets regarding credential requirements, and will disseminate these documents to individuals and organizations that need the information.

3. The Commission will conduct annual workshops throughout the state to provide information about new certification policies and practices in education, and will present current information at annual conferences of professional certification officers from throughout California.

4. The Commission will complete the Licensing Automation Project, and will provide effectively for responsible access to public information about credentials granted, while taking appropriate steps to ensure the security of this information.

5. The Commission will effectively assume responsibility for screening requests for waivers of state laws that govern credential requirements.

Goal Four: *Professional Conduct*

To provide excellent role models for students and to ensure high levels of public confidence in California educators, the Commission will continue to maintain high standards of professional conduct among credential holders and applicants.

Objectives

1. The Commission will effectively inform members of the public and the profession of the standards of professional conduct and the policies and procedures that govern considerations of alleged misconduct by credential holders and applicants.

2. The Commission will select and appoint qualified and competent individuals to serve as members of the Committee of Credentials, and will provide clear direction and appropriate oversight regarding the deliberations and decisions of the Committee.

3. The Commission will administer state laws and policies related to professional conduct so all allegations are considered thoroughly and thoughtfully, all determinations are fair and based on facts, no innocent individuals are adversely affected, and all confidential information is secure.

4. To protect students from educator misconduct, the Commission will take appropriate disciplinary and corrective measures in the case of each credential holder and applicant whose conduct has violated the Commission's standards of professional conduct.

Goal Five: *Professional Development*

To respond to changes in the disciplines of knowledge, the curriculum of education, the priorities of schools, and the needs of students, the Commission's certification policies will encourage educational innovations, and its recertification policies will ensure that current and future educators pursue professional development goals and opportunities throughout their careers.

Objectives

1. Based on original research and the advice of experts, the Commission will create and implement innovations in the credential structure that foster and support organizational and curricular changes in the public schools, to enhance the education of students at all levels of schooling.

2. To ensure that the credential structure remains responsive to the needs of the schools and the profession, the Commission will contribute to and obtain information about curriculum changes and school reforms through its liaison with the California Department of Education.

3. The Commission will complete a thorough analysis and evaluation of the requirements and standards for the renewal of professional clear teaching credentials, and will make necessary changes to improve the professional stature and effectiveness of teachers who hold these credentials.

4. To enhance the professional development of future educators, the Commission will adopt and implement new requirements and standards for renewing specialist credentials, services credentials and designated subjects credentials that are issued after the new requirements are adopted.

5. The Commission will establish credential renewal requirements and standards that are congruent with policies that govern the preservice preparation and initial induction of candidates for preliminary and professional credentials in all education specialties.

6. Following the attainment of the above objectives, the Commission will gradually and fairly apply appropriate requirements and standards to the renewal of clear credentials, except life credentials, for which renewal requirements and standards have not previously been adopted.

Goal Six: *Professional Recruitment*

The Commission will contribute to efforts to recruit adequate numbers of well-prepared educators who represent the state's diverse citizenry, by providing a variety of responsible, innovative paths to certification, and by publishing reliable information about teacher shortages and surpluses. The Commission will restrict the issuance of emergency permits to legitimate emergencies.

Objectives

1. The Commission will complete a comprehensive evaluation of existing and potential paths to certification, and will ensure that all responsible, innovative methods of recruiting and preparing professional educators are available in California.

2. To ensure that educators are responsive to the needs of young people and inspire students to become well educated, the Commission will complete a comprehensive evaluation of current and prospective policies and strategies that are designed to make the education profession more reflective of California's diverse citizenry; the Commission will advocate, adopt, and implement effective policies toward this end.

3. The Commission will encourage the utilization of internships as responsible, innovative ways for preparing some adults for potential new careers or opportunities in teaching, counseling, school administration, special education, and the education of students with limited English skills.

4. The Commission will explore ways to remove unnecessary barriers to the certification of qualified candidates, and will examine alternative ways in which candidates could demonstrate their qualifications, including their proficiency at basic academic skills.

5. To create a corps of teachers that matches the demand in each professional specialty, the Commission will disseminate accurate, timely information about teacher surpluses and shortages to teacher candidates, teacher preparation institutions, county offices of education, employing school districts, professional organizations, other states, and state agencies in California (also see Goal Eight).

6. To enhance the stature of education as a profession, the Commission will publicly recognize and celebrate the critical contributions of talented, committed educators to the vitality of California's economy and culture, will encourage other organizations to participate in these celebrations, and will contribute to national efforts to recognize the importance of education as a profession.

7. The Commission will issue emergency permits only in actual emergencies, and will ensure that emergency teachers are effectively oriented to their duties, guided and assisted by experienced professionals, and enrolled in appropriate professional preparation programs that lead expeditiously to full certification.

Goal Seven: *Professional Responsibilities*

The Commission will ensure that the authorizations and responsibilities of professional educators are related to their preparation and expertise, and will assist local decision-makers and practitioners in solving problems related to the utilization of certificated professionals.

Objectives

1. The Commission will adopt regulations to clarify the authorizations of credentials, and will disseminate information about the authorizations of credentials, the assignment of certificated personnel, and the resolution of assignment problems, to enhance the quality of services to students while fostering educational innovations in schools.

2. The Commission will assist educational practitioners, professional organizations, school districts and county offices of education in solving problems regarding the appropriate utilization of certificated professionals.

3. The Commission will continue to be responsive to the information needs of local education agencies by conducting workshops and conferences on assignment practices in education for district administrators, county administrators, teachers, and teacher representatives.

4. The Commission will establish and implement appropriate mechanisms for monitoring the assignments of educators in all specialties, will oversee the annual monitoring of personnel assignments by county offices of education, and will monitor the assignment practices of school districts in seven single-district counties, as required by state law.

5. The Commission will review and evaluate the roles of credential authorizations and personnel assignment standards in the enhancement of educational excellence and equity, and in the creation and implementation of educational innovations.

Goal Eight: *Professional Information*

The Commission will establish and operate comprehensive, integrated systems for collecting and disseminating accurate information about teacher education, certification, and assignment in California, and about teacher supply and demand in each major geographic region of the state, and each major professional specialty in education.

Objectives

1. The Commission will complete the conversion of all microfilm and hard copy certification records to electronic storage, and will maintain comprehensive, accurate information about credentials, certificates, and permits that were requested and granted in the past.

2. The Commission will convert all annual records of institutional enrollments in professional preparation programs to a comprehensive, integrated system of data that facilitates quick retrieval and multi-year analyses.

3. The Commission will establish and maintain a comprehensive, integrated system for tracking and projecting the demand for and supply of qualified teachers in each major geographic region of the state, and in each major professional specialty for which a distinct credential is available.

4. The Commission will establish an integrated system for storing, retrieving, and reporting accurate information about the history and status of preparation programs for professional educators in California colleges and universities.

5. The Commission will establish an integrated system for retrieving accurate information about the assignments of teachers, based on reports submitted by county offices of education, and will analyze, interpret, and publish reports of aggregated information annually.

6. The Commission will continue to serve as a consultative partner in the design, operation, and utilization of integrated data systems, in collaboration with other state agencies, universities, county offices of education, school districts, and organizations that represent professional educators.

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